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Mr G Canning
The Acting Headteacher
Moreland Primary School
Moreland Street
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London
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Dear Mr Canning

Ofsted monitoring of Grade 3 schools: monitoring inspection of Moreland Primary School

Thank you for the help which you and your staff gave when I inspected your school on 3 November 2010, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please pass on my particular thanks to the pupils with whom I held discussions.

Since the previous inspection there has been a fall in the number of pupils on roll. There is now one class in each year group and children are no longer taught in mixed-age classes. The headteacher, in post during the last inspection, left the school at the end of August 2010. The deputy headteacher is currently leading the school in his new capacity of acting headteacher. Five of the current eight class teachers were in post at the time of the previous inspection. Four governors have left the governing body since the previous inspection and four new governors have joined. There are currently four parent governor vacancies. The school is subject to a re-organisation proposal. The proposal to close the school and merge it with another local school is currently under consultation.

As a result of the inspection on 9 March 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence, I am of the opinion that at this time the school has made satisfactory progress in making improvements, but inadequate progress in demonstrating a better capacity for sustained improvement.

There has been a rise in pupils' attainment since the previous inspection. Attainment in reading, writing and mathematics at the end of Year 2 rose to broadly average levels in 2009. However, provisional results for 2010 indicate that this rise has not been sustained and attainment has slipped back to below average levels; although

still slightly above those seen at the time of the last inspection. There has been a slow but steady improvement in attainment at the end of Year 6. Attainment has risen more securely in English and science than it has in mathematics. Provisional results for 2010 indicate that the percentage of pupils attaining the nationally expected Level 4 in both English and mathematics rose encouragingly. However, attainment remains well below the national average and school leaders are fully aware of the need to accelerate the rise in pupils' attainment.

The quality of teaching in the school is broadly similar to that seen at the time of the last inspection. Although some of the teaching is good too much remains satisfactory in order for pupils to make consistently good progress across all year groups. Pupils' progress is strongest in Years 2 and 6. The progress made by pupils in Year 6 is enhanced by some very effective intervention programmes and these are helping to raise attainment by the end of the key stage. There are good relationships between staff and pupils in lessons and pupils willingly becoming involved in the tasks and activities set for them. Where teaching has the greatest impact on learning, the planned work meets the needs of all pupils well and quickly engages their interest. Pupils understand what they are required to do and lessons proceed at a good pace. In the less successful lessons teachers do not make effective use of assessment data to plan activities that meet the needs of all pupils. Teachers often talk for too long, which slows the pace of learning, and questioning is not always used effectively to check the rate at which pupils are learning. Senior leaders monitor teaching well and are aware of where improvements need to be made.

The monitoring and evaluation role of subject leaders has been satisfactorily developed. Assessment of pupils' attainment in English and mathematics is being developed well and assessments are becoming more accurate and reliable due to improved moderation procedures. Good plans are in place to improve assessment practice in science. A new central electronic system to track the progress of pupils has been established since the previous inspection and this is enabling subject leaders in English and mathematics to identify underachieving pupils and provide them with appropriate support. This system has not yet been extended to include science.

The school monitors attendance well and has a range of sensible intervention strategies in place, such as calling parents and carers on the first day of a pupils' absence. The home school liaison worker also meets with parents and carers to promote good attendance and notes are put in newsletters to remind parents and carers of the importance of pupils attending regularly. These actions have had some impact and the overall attendance figure for the school rose last year and punctuality is improving. However, attendance remains well below the national average. Although some effective work has been undertaken to improve attendance, systems for celebrating and rewarding good attendance are insufficiently developed.

Continued turbulence in the senior leadership of the school has affected its ability to develop and demonstrate a better capacity for sustained improvement. However, the

acting headteacher has taken some sensible and robust actions to drive improvement since taking up post in September and good plans are in place to strengthen the senior leadership team with the appointment of a new associate deputy headteacher. A well-written school improvement plan was in place for last academic year. This plan has been evaluated, but only a partially updated plan is in place for this academic year. An improvement plan that covers all the issues raised by the previous inspection is not currently in place. The school has received a broad range of local authority support since the last inspection. This support has been well targeted at areas in need or improvement. For example, support has been provided for teaching, assessment and leadership and management. This necessary support has had some impact in driving improvement.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Peter Sanderson
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in March 2009.

- Raise the quality of teaching and learning so that more is consistently of a good or better standard.
- Improve standards in English, mathematics and science so that more pupils reach their true potential.
- Develop the monitoring skills of subject leaders so that they raise the quality of provision and help to increase rates of progress in the subjects for which they are responsible.
- Work with parents and the local authority to improve attendance and punctuality.